

# Institutional Self-Study Guide II 2014-15

Please note: Starred questions are dependent on previous answers and may not be asked.

## Instructions for ISSG

Constitution 6.3 in the NCAA Division II Manual (Self-Study and Evaluation) was added in June 1985 by the fifth NCAA special Convention. Constitution 6.3 requires each institution, as a condition and obligation of NCAA membership, to conduct a comprehensive self-study of the institution's intercollegiate athletics program at least once every five years. The self-study is divided into two separate and distinct Sections: Section One covers compliance-related matters and Section Two covers strategic initiative-related matters.

This Institutional Self-Study Guide (ISSG) is a tool to help NCAA Division II institutions meet the requirements of Constitution 6.3. The ISSG provides a guide for institutional self-study designed to: (1) sensitize institutional administrators and staff to potential problems in intercollegiate athletics programs, (2) identify potential problems and (3) guide an institution toward actions to help prevent or minimize the severity of those problems. The ISSG is not meant as a substitute for the Division II Manual or other NCAA/conference publications containing the rules governing intercollegiate athletics. Rather, the intent of the ISSG is to focus the attention of top institutional administrators on observable indicators that have been found by experience to relate to significant ethical and procedural violations.

A user guide is available to accompany the ISSG. The user guide contains numerous suggestions regarding who should complete the ISSG, when and how. In all cases, the keys to meaningful ISSG use are honest self-examination and a commitment to self-improvement. Given these predispositions, the ISSG can be a helpful tool in the NCAA's burgeoning efforts to enhance integrity in intercollegiate athletics.

The ISSG contains negative and positive indicators that have been found to be associated with the presence or absence of problems. As a general rule, the fewer negative and the more positive indicators that exist within an institution, the lower the potential for ethical and procedural violations within the athletics program of that institution. To facilitate the practical use of the ISSG, both positive and negative indicators have been worded such that in every case the positive response is "YES" and the negative response is "NO." Every "NO" response deserves attention and may require concerted action so that it may be converted to a "YES" response.

As an aid to users, each ISSG indicator has been given an "importance rating." These ratings designate the relative importance that should generally be assigned to a "NO" response. Written plans for improvement are required for each "NO" response to items rated as "deficiency," "significant deficiency" and "material weakness." Those plans should remain on file with the institution along with documents used during the self-study. The following importance ratings are assigned to each question:

- \* Deficiency: Indicative of less threatening situations; nevertheless, should command some attention in efforts to follow-up on the self-study.
- \* Significant Deficiency: Indicative of situations that may be a threat to the integrity of the athletics program.
- \* Material Weakness: Indicative of situations that already may be or may become a major threat to the integrity of the athletics program.

A number of uploaded documents to be included with the institution's self-study report are referred to in the ISSG. This information should be reviewed by all participants in the self-study process and should remain on file with the completed self-study. If such items appear in an athletics department policies and procedures manual, a copy of that manual can be placed on file with the

# Institutional Self Study Guide Ii 214

**American Physical Therapy  
Association. Project on Clinical  
Education in Physical  
Therapy, Margaret Lee Moore, Jan F.  
Perry**

## **Institutional Self Study Guide Ii 214:**

**Resources in Education** ,1992      **ERIC Clearinghouse Publications** ,1983      **Resources for Affirmative Action**  
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Majority Carol Pearson,Donna L. Shavlik,Judith G. Touchton,1989      *Clinical Education in Physical Therapy: Present*  
*Status/future Needs* American Physical Therapy Association. Project on Clinical Education in Physical Therapy,Margaret Lee  
Moore,Jan F. Perry,1976      **Current Career and Occupational Literature, 1973-1977** Leonard H. Goodman,1978 USA  
Annotated bibliography of career profiles and other information sources relating to career education in 450 occupations  
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and Descriptive Directory to the Charitable and Beneficent Societies and Institutions of the City of New York ,1906  
Report of the State Institutions of Higher Learning of Florida Florida. Board of Control,1919

## **Institutional Self Study Guide Ii 214** Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Institutional Self Study Guide Ii 214**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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